

ABSTRAK

Rani Pratiwi: Hubungan Kecerdasan Logika Matematis dan Kedisiplinan Belajar dengan Kemampuan Pemahaman Konsep Matematis Dalam Pembelajaran *Berdiferensiasi* Siswa Kelas IV SDN 27 Singkawang Tahun Ajaran 2024/2025. Skripsi, ISBI Singkawang, 2024.

Penelitian ini bertujuan untuk: (1) mendeskripsikan hubungan antara kecerdasan logika matematis dan kedisiplinan belajar dengan kemampuan pemahaman konsep matematis; (2) mengetahui ketercapaian KKM kemampuan pemahaman konsep matematis dalam pembelajaran *berdiferensiasi*. Metode penelitian ini merupakan penelitian korelasi dengan pendekatan kuantitatif. Populasi penelitian adalah seluruh siswa kelas IV SDN 27 Singkawang. Teknik pengambilan sampel dalam penelitian ini adalah *purposive sampling*. Sampel dalam penelitian ini adalah siswa kelas IV A SDN 27 Singkawang yang berjumlah 29 siswa. Data diperoleh melalui instrumen tes kemampuan pemahaman konsep matematis serta angket kecerdasan logika matematis dan kedisiplinan belajar siswa. Materi yang digunakan pada tes kemampuan pemahaman konsep matematis yaitu materi pecahan. Teknik analisis data yang digunakan adalah korelasi *pearson product moment*, korelasi ganda, dan *one sample t-test*. Hasil penelitian menunjukkan bahwa (1) Terdapat hubungan antara kecerdasan logika matematis dan kemampuan pemahaman konsep matematis siswa diperoleh hasil koefisien korelasi *pearson product moment* sebesar 0,736 yang berada pada kategori hubungan kuat; (2) Terdapat hubungan antara kedisiplinan belajar dan kemampuan pemahaman konsep matematis siswa diperoleh hasil koefisien korelasi *pearson product moment* sebesar 0,661 yang berada pada kategori hubungan kuat; (3) Terdapat hubungan antara kecerdasan logika matematis dan kedisiplinan belajar dengan kemampuan pemahaman konsep matematis siswa diperoleh hasil koefisien korelasi berganda sebesar 0,786 yang berada pada kategori hubungan kuat; (4) Dari hasil perhitungan data kemampuan pemahaman konsep matematis siswa memiliki hasil koefisien *one sample t-test* dengan Asymp. Sig (2-tailed) = 0,001, maka $0,001 < 0,05$ sehingga dapat disimpulkan bahwa kemampuan pemahaman konsep dengan pembelajaran *berdiferensiasi* dapat membantu siswa kelas IV A SDN 27 Singkawang dalam mencapai kriteria ketuntasan minimal (KKM). Jadi, dari hasil penelitian yang telah diperoleh dapat disimpulkan bahwa terdapat hubungan antara kecerdasan logika matematis dan kedisiplinan belajar dengan kemampuan pemahaman konsep matematis dalam pembelajaran *berdiferensiasi* dan kemampuan pemahaman konsep matematis dalam pembelajaran *berdiferensiasi* dapat melampaui nilai kriteria ketuntasan minimal (KKM) siswa.

Kata Kunci : Kecerdasan Logika Matematis, Kedisiplinan Belajar, Kemampuan Pemahaman Konsep Matematis, Pembelajaran *Berdiferensiasi*

ABSTRACT

Rani Pratiwi: The Relationship between Mathematical Logical Intelligence and Learning Discipline with the Ability Of Mathematical Conceptual Understanding in Differentiated Learning for Class IV Students at SDN 27 Singkawang. **Thesis, ISBI Singkawang, 2024.**

This research aims to: (1) describe the relationship between mathematical logic intelligence and learning discipline and the ability to understand mathematical concepts; (2) knowing that the ability to understand mathematical concepts in differentiated learning can help students achieve the minimum completeness criteria (KKM). This research method was correlation research with a quantitative approach. The research population was all fourth grade students at SDN 27 Singkawang. The sampling technique in this research was purposive sampling. The sample in this research was class IV A students at SDN 27 Singkawang, totaling 29 students. Data was obtained through test instruments for the ability to understand mathematical concepts as well as questionnaires on mathematical logic intelligence and student learning discipline. The material used in the ability test to understand mathematical concepts is fractions. The data analysis techniques used are Pearson product moment correlation, multiple correlation, and one sample t-test. The results of the research show that (1) There is a relationship between mathematical logic intelligence and students' ability to understand mathematical concepts. The results show that the Pearson product moment correlation coefficient is 0.736 which is in the very strong relationship category; (2) There is a relationship between learning discipline and students' ability to understand mathematical concepts. The results show a Pearson product moment correlation coefficient of 0.661 which is in the strong relationship category; (3) There is a relationship between mathematical logic intelligence and learning discipline and students' ability to understand mathematical concepts, resulting in a multiple correlation coefficient of 0.786 which is in the very strong relationship category; (4) From the results of data calculations, students' ability to understand mathematical concepts has the coefficient results of one sample t-test with Asymp. Sig (2-tailed) = 0.001, then $0.001 < 0.05$ so it can be concluded that the ability to understand concepts with differentiated learning can help class IV A students at SDN 27 Singkawang achieve the minimum completeness criteria (KKM). So, from the results of the research that has been carried out it can be concluded that there is a relationship between mathematical logical intelligence and learning discipline with the ability to understand mathematical concepts in differentiated learning and the ability to understand mathematical concepts in differentiated learning can exceed the student's minimum completeness criteria (KKM) value.

Keywords: Mathematical Logical Intelligence, Learning Discipline, Ability of Mathematical Conceptual Understanding, Differentiated Learning.